

Application Report



Applicant Organization: CPAD
Project Name: Bilingual bicultural Future planning for caregivers and self-advocates
Application ID: App-22-588
Funding Announcement: FY 22-23 Service Access and Equity Grant
Awarded Amount: \$210,583

Project Summary: The proposed project's (FCASA) objective is to provide education and training to Chinese American Families and self-advocates. The project's goal is to increase the target population's awareness of the importance of future planning, gain knowledge in navigating resources and begin to develop future planning for their special needs family members and/or themselves. The proposed project aims to decrease the barriers towards planning by bringing education/training, resources, support, and planning tools to help families and S.A.s to start to prepare for the future. The proposed project will provide culturally and linguistically relevant in-person and online trainings to Chinese American caregivers, particularly aging caregivers, and adult self-advocates in future-plannings in the areas of financial, housing, independent living, safety, community living, support, health and aging, legal and social. The FCASA project proposed for a 24 months project duration, to provide a total of 12 (twelve) 1.5 hours hybrid/online bilingual/bicultural workshops and support groups to caregivers and 12 (twelve) 1.15 hours hybrid/online plain-language workshops and support groups to S.A.s. For caregivers, each of the training workshops will be followed by a 45-minute support group, offering additional parent-to-parent support for application and processing of the topics discussed. For the S.A.s, each of the 1.15-hour training workshops will be followed by a 30-minute support group activity to help participants process and apply the information learned to start their planning. In addition, the proposed FCASA project will be collaborating with proposed project area regional centers and local private and public disability organizations in two areas. Firstly, the project will be reaching out to these regional centers in participating in some of the training workshops. Secondly, the proposed establishing an online community advisory committee, inviting regional centers and local private and public disability organizations to collaborate in the development and implementation of the project.

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Section Name: Applicant Eligibility

Sub Section Name: Applicant Information

1. Applicant Question: Project Title

What is the Project Title?

Applicant Response:

Bilingual bicultural Future-planning training for Chinese caregivers and self-advocates (FCACA)

Attachment:

2. Applicant Question: Awarded Amount

What is the total amount awarded for the project?

Response:

\$210,583

3. Applicant Question: Organization Type

Choose the response that best describes your organization.

Applicant Response:

Community Based Organization (CBO), 501(c)(3)

4. Applicant Question: Description of Organization/Group

Provide a brief description of the organization or group. Explain what experience your organization has managing a project similar to the proposal and state the outcomes of that project. You may upload your brochure or add a website link.

Applicant Response:

CPAD is a non-profit parent organization since 1990 serving Chinese American families in Los Angeles and Orange County areas. CPAD has been providing culturally and linguistically relevant support and trainings to Chinese American families and disabled family members. CPAD has implemented a 20-21 DDS SAE project, the Bilingual/bicultural Chinese Family & Self-advocate Virtual Training (BCFSAVT). Currently CPAD is implementing the 21-C31 CPAD DDS SAE grant of Bilingual/bicultural Chinese Family & Self-advocate Technology Training (BCFSAT II), to Chinese families and self-advocates in serving ELARC, FDLRC and SGPRC catchment areas. Both projects has developed bilingual bicultural training materials for Chinese families and plain language materials for self-advocates. In 2017-19, UCLA Tarjan Center had subcontracted CPAD in implementing a DDS Disparity grant--the Family Mentor Partner Program. CPAD has been a federally funded Community Parent Resource Center (CPRC) since 2006.

5. Applicant Question: Applicant in Good Standing

Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Please upload confirmation letter(s) or proof of good standing.

Applicant Response:

Yes

Attachment:

[CPAD 2022 Entity Status Letter.pdf](#) - PDF FILE

6. Applicant Question: Subcontractors in Good Standing

Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration?

Applicant Response:

Yes

Section Name: Grant Reapplication Information

Sub Section Name: Grant Reapplications Only

1. Applicant Question: Previous Award(s)

Did your organization receive DDS grant funding in fiscal year 2020-21 or 2021-22? If yes, go to question 2 to complete each column. If no, skip this category and go to category 3.

Applicant Response:

Yes

2. Applicant Question: Previous Grant Award(s)

Since fiscal year 2020, complete a row for each DDS Service Access and Equity grant your organization was awarded funding.

Applicant Response:

Year Awarded	Project Title	Grant Number	Award Amount
21-22	Bilingual/bicultural Chinese Family & Self-advocate Technology Training II Project (BCFSAT II)	21-C31	\$80,000.00
20-21	Bilingual/bicultural Chinese Family & Self-advocate Virtual Training Project (BCFSAVT)	20-C31	\$110,571.00

3. Applicant Question: Previous Grant Outcomes

Provide a brief grant summary of your project outcomes for fiscal year 2020-21 and/or 2021-22.

Applicant Response:

20-C31 CPAD's project had provided a total of 23 online training on technology and service access to parent leaders, parents, self-advocate leaders and self-advocates(S.A.) and staff during the contract year, from 5/1/2021-4/30/2022. The objectives of the training series are to bridge the digital divide encounter by ethnic Chinese families and self-advocates, enabling participants and staff to improve technological know-how so that they can better access and navigate services online. The project developed 5 culturally and linguistically relevant training curriculum in 3 topic areas for the above-mentioned target audience: PCPT One-Page-Profile, Online Communication, and Zoom access. Project used strategies of recruiting and training first 5 parent leaders & S.A. leaders online, developed culturally relevant curriculum and conducted in English for leaders. Then project team further tailored the curriculum to be culturally relevant for parent/S.A. participants. Then, trained parent and S.A. leaders participated in supporting parent and S.A. participants respectively. The leaders would continue to provide one-on-one support/ follow-up to participants and participate in monthly leaders' supervision/coaching sessions with project manager, assistant manager and parent coordinator and S.A. coordinator respectively. Training handbooks of all curriculum ppt. were printed for parents and S.A. respectively for reference and review. The project's training has increased the zoom technology skills and confidence level of most participants. They have enabled parent leaders, parents, S.A. leaders and S.A. in using zoom functions in connecting to others and to each other.

CPAD has started implementing the 2021-22 DDS SAE grant, Bilingual/bicultural Chinese Family & Self-advocate Technology Training (BCFSAT II) Project on April 1, 2022. The 21-22 project is an expansion on the 20-21 project aims to increase parents' and S.A.'s technology skills in organizing and managing service related documents and resources. The project staff work closely with curriculum designer/trainer to develop culturally/linguistically relevant presentation ppt. To date, the project has developed implemented 1 in person train-the-trainer technology training to parent leaders, 3 culturally and linguistically relevant technology training curriculum to parents. The project has developed and conducted 1 in person plain-language technology training session to self-advocate. The current DDS SAE BCFSAT II contract has trained 5 parent leaders and recruited 6 parent leaders as technology coaches. The project has translated 4 training curriculum presentation ppt., 3 Parent training post-tests, 3 training outreach flyers and 1 parent intake form. The project is planning to print out curriculum ppts. at the end of parent and S.A. trainings for each participants. A repertoire of training ppt. and recordings will also be uploaded into the organization's website for access by other families and S.A.

4. Applicant Question: Project Transition

If awarded, how will your current project(s) transition into the 2022-23 proposed project? Does your proposed project expand or continue your current project, if so how? What activities, measures, or target groups are being added? Provide a summary of the differences and reasons why you are proposing the change.

Applicant Response:

If the proposed project is awarded, it will be able to transition from the current 2021-22 project smoothly since the CPAD project team already has experience in managing 2 DDS SAE Education and training grant. CPAD has also built a solid foundation in working relationship with the consulting Cal State L.A. subcontractor on project evaluation. The project will be expanding on the current 21-22 project's o Education and Training, to increase the awareness and knowledge of Chinese caregivers and S.A.s in future planning in the different life domain areas. Technology skills learned in 20-21 and 21-22 projects will help families in accessing and organizing information, resources and training materials gained in the proposed project.

In CPAD's past experience in providing support and education to Chinese American parents and self-advocates, we found that very few families have future plans and we have not heard about self-advocates reported in this area either. However, with the aging community, the need in this area is apparent when we review attendance records according to support group topics. Attendance of these parent support group in housing options and adult benefits were among the highest—over 40 caregivers compared to average attendance of 20 in other training topics. In a recent community survey of 93 families, majority (65%) responded not having any future plans.

The proposed project is adding three new project activities, 12 caregiver support groups, 12 S.A. support groups and 6 community advisory committees through 24 months. There will be evaluations for both support group activities as well as CAC meetings on their effectiveness in providing support and collaboration.

Also, since we have solid experience in working with ELARC, SGPRC and FDLRC, we are proposing to outreach to add Orange County Regional Center to our project. CPAD has an Orange County Chapter and families from RCOG has been participating in our past project online trainings.

Section Name: General Application

Sub Section Name: Proposal Summary

1. Applicant Question: Project Type

Choose the project type that best describes your activities from the list below:

Applicant Response:

Education and Training

Applicant Comment:

The proposed project's (FCASA) goal is to increase Chinese American families and self-advocates' awareness and knowledge of future-planning is to educate and increase the awareness of families and self-advocates in the importance of future planning, gain knowledge in navigating resources and begin to develop future planning for their special needs family members and/or themselves. The proposed project aims to decrease the barriers towards planning by bringing education, resources, support, and planning tools to help families and self-advocates(S.A.s) to start to prepare for the future.

The proposed project will provide culturally and linguistically relevant in-person and online trainings to Chinese American caregivers, particularly aging caregivers, and adult S.A.s in future-plannings in the areas of financial, housing, independent living, safety, community living, support, health and aging, legal and social. In the "Family and Individual Needs for Disability Support (FINDS) survey conducted in 2010 by the Arc, with nearly 5000 caregivers over 50 states, found that Majority of the caregivers surveyed did not have a plan, and had trouble finding a medical specialists, benefits and communicating with other support... The majority of the above survey participants were Caucasians. If this future planning is so lacking and challenging for the mainstream IDD community, this is much more absent in the Asian community.

In CPAD's past experience providing support and education to Chinese American parents and S.A.s, we found that very few families have engaged in future plans and we have not heard about self-advocates reported in this area either. However, with the aging IDD community both among caregivers and S.A.s, the need in this area is apparent. When participants/attendance of parent support groups' topics were about housing options

topics. Chinese families generally have limited hope for the future of disabled individuals due to their disabilities. This is partly due to cultural beliefs and including a focus on the limits of the IDD individuals instead of their strengths and stigma related to disability as well as death and dying. This is also partly due to a lack of understanding about service support and resources available for them and family members. When parent leaders ask caregivers about future plannings, oftentimes we hear parents respond ambivalently "we really wish that our son(daughter) will pass away before we do!...". Although this seems to be a cruel statement, this actually speaks to the dilemma of many of the Chinese American caregivers and the lack of hope due to a lack of awareness of resources and planning.

The current project is proposing a duration of 24 months because cultural belief, perspective and value change take time for Chinese American families, especially there is an immense scope of training topics on future planning. More time will be needed to address all the life domain areas related to future planning. The training areas will include financial planning—such as existing resources and public benefits, community living/housing options, service supports, safety and security, social relationships, independent living issues such as employment, health and legal issues. Instead of a didactic format, training will need to be more interactive, providing opportunities to engage, to process and to reflect on materials presented. Through the 24 month period, the FCASA project proposes to provide a total of 12 (twelve) 1.5 hours hybrid/online bilingual/bicultural workshops and support groups to caregivers and 12 (twelve) 1.15 hours hybrid/online plain-language workshops and support groups to S.A.s. For caregivers, each of the training workshops will be followed by a 45-minute support group, offering additional parent-to-parent support for application and processing of the topics discussed. For the S.A.s, each of the 1.15-hour training workshops will be followed by a 30-minute support group activity to help participants process and apply the information learned to start their planning. Training workshops for the self-advocates will be interactive using a "Edutainment" (Education entertainment) model to help in learning and engaging S.A. participants.

Assignments will be given to encourage communication between caregivers and S.A.s and vice versa in their future planning. Project staff and parent leaders will be available to provide one-on-one coaching support of participants' planning process. Furthermore, the project will conduct an End of Project Showcase Family Forum for caregivers and S.A.s to share and showcase their future planning efforts. Project will get permission to videotape participants stories of future-planning which will be deposited in the organization's website and YouTube channel to continue to encourage other ethnic families and S.A.s in future planning processes. In addition, the proposed FCASA project will be collaborating with proposed project area regional centers and local private and public disability organizations in two areas. Firstly, the project will be reaching out to these regional centers in participating in some of the training workshops. Secondly, the project proposed to create and convene an online community advisory committee, inviting regional centers and local private and public disability organizations to collaborate in the development and implementation of the project. The latter will be critical in providing continual resource and advice for project's training & curriculum development and in supporting related planning issues from the community as well as providing a bridge for families and S.A.s in accessing and navigating

2. Applicant Question: Duration of project

Choose the duration of your project.

Applicant Response:

24 months

3. Applicant Question: Regional Centers

Choose the Regional Center(s) that your project will serve. Check all that apply. If you are proposing a statewide project, select the All Regional Centers/Statewide option.

Applicant Response:

- Eastern Los Angeles Regional Center
 - Frank D. Lanterman Regional Center
 - San Gabriel/Pomona Regional Center
 - Regional Center of Orange County
-

4. Applicant Question: Counties Served

List the county or counties your project proposes to serve. Check all that apply. If you are proposing a statewide project, the select All Counties / Statewide option.

Applicant Response:

- Los Angeles County
 - Orange County
-

5. Applicant Question: Community Based Organizations

Will you be working with one or more Community Based Organizations? If so, provide the name of the organization and how you will be working together.

Applicant Response:

Not Applicable

Applicant Comment:

Not Applicable

6. Applicant Question: Multiple Organizations

Does your project include partnership with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.

Applicant Response:

Yes

Attachment:

7. Applicant Question: Strategies and Sustainability

How will your project continue its work after the grant funding has concluded?

Applicant Response:

The project will continue to develop a resource repository of training recordings/videos, resource and information materials. These will be deposited in the organization's bilingual website and Youtube channel for the public to access, and for project participants to review when needed. Since these training videos are bilingual, English speaking families and self-advocates can continue to be benefited. Leaders can use these resources in supporting and conducting future training for members in the community.

Parent leaders and self-advocate leaders will be trained together with other training participants. This will increase the capacity of leaders to continue their support and coaching of families and self-advocates concerning future-planning needs.

Lastly, the project will be printing bilingual training handbooks to caregivers and English plain language handbooks to self-advocates at the end of the project so that families can have the training resources to refer to when needed.

Sub Section Name: Target Population

1. Applicant Question: Ethnicity Groups Served

Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list specific groups.

Applicant Response:

- Chinese
-

2. Applicant Question: Ethnicity Group(s), Language(s) and Number of Individuals Served

For each ethnicity group, provide the number of individuals your project intends to serve and the related language(s).

Applicant Response:

Ethnicity Group(s)	Individuals Served	Language(s)
Chinese-Mandarin	358	Mandarin Chinese
Chinese-Cantonese	76	Cantonese Chinese
English speaking Chinese	71	English

3. Applicant Question: Age Group(s) Served

Select all Age Groups the project will serve.

Applicant Response:

- Three to 21
- 16 to 21
- 22 and older

Section Name: Project Application

Sub Section Name: Project Application

1. Applicant Question: Project Summary and Organizational Experience

Provide a clear and concise project summary that includes a defined target population, catchment area, and project design. Specifically describe what your project will accomplish and how it will benefit the community served. In your answer, include what experience your organization has working with the target population and how your organization will work with the local RC(s).

Applicant Response:

CPAD is proposing the FCASA project to provide bilingual and bicultural future-planning education, training, and support to Chinese American caregiver and self-advocates in L.A. and Orange County areas, particularly families of FDLRC, ELARC, SGPRC and RCOC. It has over 30 years of experience in providing linguistically and culturally relevant education, advocacy and support to the Chinese disability community, thus building a strong rapport with the latter. It has long history of collaboration with regional centers and service organizations, working to break down cultural and linguistic barriers in accessing services, such as sponsoring community POS public meetings for ELARC and SGPRC, providing interpretation and support for RC families in accessing services. CPAD has also has the experience of developing and implementing bilingual/bicultural training curriculum for the target populations with DDS SAE grant projects since 2017.

The proposed project will provide bilingual and bicultural in-person and online trainings to Chinese American caregivers, particularly the aging caregivers, and adult self-advocates in future-plannings in life domain areas including financial, housing, independent living, safety, community living, support, health and aging, legal and social. Chinese families generally have limited hope for the future of disabled individuals due to their disabilities. This is partly due to cultural beliefs and values of looking at the limits of the IDD individuals instead of their strengths and stigma related to disability as well as death and dying. This is also partly due to a lack of understanding on service support and resources available for them and family members. The FCASA project is proposing for a duration of 24 months because change in cultural belief, perspective and value take time, and there are an immense scope of training topics on future planning.

Instead of a didactic format, training will need to be more interactive, providing opportunity to engage, to process and to reflect on materials presented. Similarly, the self-advocate trainings will be using a Edutainment model to help with learning and processing of training informations. The project proposes to provide a total of 12 (twelve) 1.5 hours hybrid/online bilingual/bicultural workshops and support groups to caregivers and 12(twelve) 1.15 hours hybrid/online plain-language workshops and support groups to S.A.s. For caregivers, each of the training workshop will be followed by a 45-minute support group, offering additional parent-to-parent support for participants. For the S.A.s, each of the 1.15-hour training will be followed by a 30-minute support group activity.

Lastly, the project will collaborate with regional centers and other service entities in its community advisory group to participation in project trainings, gaining on-going input/resources in curriculum development and decreasing barriers of community in future planning and accessing services.

2. Applicant Question: Data and Community Input

Explain why you have selected your priority population(s) using RC POS data and other data as supporting evidence of the disparity or inequity. Include how your organization used input from the community, target population, and RC to design the proposal.

Applicant Response:

CPAD has selected Chinese as the target population because feedbacks from Chinese regional center families and self-advocates continue to reflect greater needs and disparity in service access as IDD individuals age out of school. This was collected through monthly Cantonese/Mandarin parent support groups and self-advocates group, communications in WeChat parent support group and a recent community short survey on October 2022 (see attached). In the recent Future-planning survey sent out through CPAD's 3 WeChat parent support groups, out of a total of 95 surveys received, majority of the parent/caregivers do not have future-planning (65%), nor financial plans (77%), nor know about housing options (94.7%). 77% do not know or know a little about sons/daughters' wishes/dreams, desires and goals, and 94.8% do not understand or understand a little about legal preparation related to health and aging.

In review of POS data for ELARC, SGPRC, FDLRC and OC, there is POS disparity among Chinese clients. In general, English speaking clients receives a higher per capita authorized amount than Chinese clients(Mandarin and Cantonese). Please see attached for POS data and links.

Attachment:

[CPAD 22-23 DDS SAE grant--RC POS.pdf](#) - PDF FILE

3. Applicant Question: Uniqueness

How is the proposed project unique from a currently funded grant (e.g., strategies, activities, and goals) in the proposed RC catchment area? If the project is similar to a currently funded grant listed on the Department's website, how is the proposed project different?

Applicant Response:

The proposed FCASA project is unique in that currently there is very limited training resources and programs for Chinese caregivers and self-advocates (S.A.) that are culturally and linguistically relevant in the community. With the proposed training being offered in the community, by parent organization, this will help provide a safe environment for caregivers and self-advocates to openly talk about their beliefs, life difficulties which hinder the planning process, affirmed by each other in their struggles in the planning process. This will help in bridging cultural barriers in the learning process. The project design with each workshop followed by support group time/activity is also unique in offering additional discussion, interaction and parent-to-parent support on respective topic of the planning process. Also, learning from previous 20-21 and 21-22 DDS SAE Technology training project, using an Edutainment model in training for S.A. is unique, more effective and engaging. The project will also be planning to taping parents' testimonials/stories to be shared on CPAD website and Youtube channel to continue to encourage other families in future-planning. In addition, the project will be using assignment to foster communication between caregiver, their IDD members and other family member in future-planning.

Finally, it's unique for the project to be establishing quarterly community advisory group, involving regional centers and service entities in project's development.

4. Applicant Question: Improve Equity and Service Access

How will your project measurably improve equity, access, and reduce barriers to services for individuals with intellectual and developmental disabilities and their families?

Applicant Response:

Strategies to reduce disparities include providing culturally relevant parent-to-parent support virtually or through social media platform such as the WeChat and LINE parent group. Providing bilingual outreach through the social media, and mass mailing and in collaboration with regional centers regarding training activities/schedules. The project will sponsor training in-person and/or online in the community and invite RC participation in training when appropriate, thus bringing resources to the community, decreasing feelings of intimidation due to culture, and cultural barriers in asking questions/challenging authority figures. Project staff and parent leaders will continue to act as liaison and guide in helping parent to access unfamiliar services in their future planning. This in turn will help RCs to better understand families barriers to service access. In the process of training development and implementation, project will be able to identify areas in the developmental services system that need to modify to accommodate and bridge various barriers in service access, such as existing resource materials or service policies that need to be translated into family friendly languages. This awareness and needs will be able to be reflected to respective RC department for possible modification and/or change in order to improve on access. In turn this process will help build relationship and eventually trust between families and RCs, thus bridging the cultural barriers.

5. Applicant Question: Support of RC Plan

Does the project support the RC plan to promote equity and reduce disparities in their catchment? If you are a RC, how does this project support your recommendations and plan to promote equity and reduce your identified disparities? How will your project collaborate with other organizations to promote community inclusion?

Applicant Response:

The proposed FCASA project is align with 22-23 DDS SAE priority of "Developing culturally and linguistically competent resources and educational opportunities for self-advocates, aging caregivers ...".

The project does support the RC plan to promote equity and reduce disparities, since FCASA project aims to develop and provide bilingual and bicultural education training in a safe environment, in the Chinese community with support from Chinese parent leaders, families and self-advocates will gain knowledge about service system and resources available in preparing for future planning. Families will be empowered and prepared to reach out to service coordinators for RC resources needed and speak up about their needs. This will help bridge service access barriers, thus align with RCs' effort in addressing disparities.

The proposed project will collaborate with RCs and other public/private service entities as well as families in the projects' quarterly community advisory group, for input and advice on project development. FCASA will also be inviting service professionals from RC and the community to participate in training activities as appropriate and to provide future planning related resources to families.

6. Applicant Question: Project Activities and Measures

Note: Before answering this question, applicants must complete the Activities Template located in the middle tab directly above.

The schedule of activities clearly and specifically demonstrates the steps that the project will take to achieve its stated objective and measures. Do the proposed measures appropriately track the project objective and activities, provide insight into the effectiveness of project, and demonstrate impact on the target population?

Applicant Response:

The project will collaborate with Cal State LA in developing and overseeing all evaluation activities. Cal State LA will implement the evaluation and submit reports to the Project Manager. Proposed evaluation activities include 1) process evaluation of key outputs (e.g., numbers of workshops and participants); and 2) outcome evaluation through posttests for trainings, and 3) pre training feedbacks, 4) post-training focus groups to assess caregivers and self-advocates' (S.A.) needs and challenges for training design/development, and how trainings were received and areas for future development. CPAD project team which has the experience of working in the 20-21 and 21-22 DDS grants with Dr. Ashley Munger, Cal State LA, in program development and evaluations, will be working closely together in the development of measures for 24 training curriculum, 12 for parents and 12 for S.A.s. In addition, Dr. Munger will help develop measures on the effectiveness of project's community advisory committee meetings.

CPAD team will be responsible in completing training materials translated into Chinese for parents, and curriculum for S.A.s will be modified into plain language and best practices. Dr. Munger will be developing and overseeing the implementation of post tests for each training modules along with respective learning objectives. Concurrent to the curriculum development, CPAD team will be developing outreach flyers for the recruitment of 505 training participants, parents(325) and self-advocates(180). Project staff will also be developing bilingual intake forms to be administered by Project's parent coordinator and S.A. coordinator for families participating in the training. CPAD will complete intake forms with participants at the beginning of the program and follow-up phone call after the program is completed to evaluate any difference in regional center services they received and what barriers, service and support they need in future planning.

The online training will be conducted on the zoom platform for parents with interpretation lines in Cantonese and Mandarin. 12 of 24 proposed trainings for both caregivers and S.A.s will be provided in the 1st year starting June 2023, while the remaining 12 trainings for caregivers and S.A.s will be conducted in project's 2nd year, starting March 2024. The project is planning to provide a few hybrid trainings to caregivers and self-advocate to offer opportunities more hands on support for participants. After the completion of all 24 trainings, the project will be conducting 3 post training focus groups in 1 for Mandarin caregivers, 1 for Cantonese caregivers, and 1(one) for S.A.s, to capture successes/challenges, lessons learned, and personal development.

Project team will develop training topics and get feedbacks from the community advisory committee on the development of topics and speakers. It will work with trainers in tailoring presentation to be culturally and linguistically relevant.

7. Applicant Question: Budget Template and Narrative

Note: Before answering this question, applicants must complete the Budget Template located in the tab directly above.

The project budget is consistent with the stated project objective and activities, and clearly and concisely explains how the proposed expenditures support the overall project design and outcomes. The project budget costs are clearly associated with the activities and does not include non-allowable costs or costs funded by other sources.

- Budget Template example is located at [Attachment C](#).
- Budget Details and Restrictions are available [here](#).

Applicant Response:

The proposed project will have 6 part-time positions working on the project:

1. Project Manager at 25%FTE on the project will be responsible for the overall project management, coordination with subcontractors and consultants on project's training development and evaluations, coordination and implementation of community advisory committee, tracking of project goals and oversee reports to DDS.
2. Assistant Project Manager at 16% FTE on the project will assist Project Manager, working with Administrative Assistant in project management, and coordinate in person trainings and documentations of Orange County participants.
3. Family Training Coordinator and S.A. Training Coordinator at 16% FTE and 14% FTE respectively on the project, will be responsible for the outreach, follow-up and support of caregivers and S.A. participants respectively.
4. Administrative Assistant II, 14% FTE on the project, will help Project manager and assistant project manger in the preparation of training participants reports/data collection, provide administrative support to zoom trainings and in person trainings and assist project manager in communicating with Community Advisory Committee members.
5. Administrative assistant I/S.A.Liaison with 11% FTE on the project will be a self-advocate leader who is the key person in liaison with and outreaching S.A. members. She will also be the key informant in the development of S.A. training materials.

The project's consultants are critical to the effectiveness and quality of the training:

1. Dr. Ashley Munger, CalState L.A. University, having been the evaluator for the 20-21 and 21-22 CPAD's DDS SAE projects,will continue to be the project evaluator. She has the experience working with CPAD's project team and has understanding of the barriers encountered by target population.
2. New subcontract Curriculum/project consultant will be someone who is experience and knowledgeable about both the Chinese disability community, and future planning resources, process and barriers that will be the linking pin to help the development of the training topics and curriculum.
3. IT support specialist subcontract will be providing much needed technology support to online trainings, hard-ware support to project staff.

Other operating costs will all be used for the proposed project implementation:

1. Translation and interpretation services are necessary and critical for all in-person and on-line training activities and materials. We will also be recruiting volunteer parent leaders to assist.
2. Annual Zoom business account subscription will be charged 70% to the project according to overall funding ratio. This is the account that would offer interpretation lines for zoom meetings for all of the projects' online trainings.
3. Facility costs including insurance, office rental will be charged 70% to the proposed project according to overall funding ratio. However, with re-opening, some trainings will be in person which require addition meeting facility rentals, such as in community centers.

Attachment:

[Llsheng_resume_for_CPAD_Board_Member_20220312.doc](#) - WORD DOCUMENT

[Bio_Munger_2022.pdf](#) - PDF FILE

[CSULA Subcontract Scope of Work, Budget and Narrative 221021.pdf](#) - PDF FILE

Section Name: Proposal Certification

Sub Section Name: Certification

1. Applicant Question: Confirm Proposal Discussion with RC(s)

CBOs are required to discuss their proposal with each RC(s) the CBO is intending to serve. If you are a CBO, have you discussed your proposal with each RC you are intending to serve?

Applicant Response:

Yes

Attachment:

[CPAD Letter of Support-SGPRC 2022.pdf](#) - PDF FILE

[cpad los_FDLRC 2022.pdf](#) - PDF FILE

[SA&E_Grant_LOS-CPAD-ELARC Oct.2022.pdf](#) - PDF FILE

[Confirm proposal discussion--RCOC.pdf](#) - PDF FILE

2. Applicant Question: RC Contact

CBOs are required to submit their application concurrently to the Department and to each RC(s) catchment the CBO is intending to serve. If you are a CBO, state the name(s) of the contact person(s) at each RC you have emailed your proposal application. The RC contact list is available here at [Attachment F](#).

Applicant Response:

ELARC: Gloria Wong, Roxy Ortiz, Carmen C. Luna

SGPRC: Dr. Jesse Weller, Salvador Gonzalez, Amos Bryun

FDLRC: Melinda Sullivan, Rose Chacana

RCOC: Larry Landuer, Kaitlyn Truong

3. Applicant Question: Code of Conduct

Grantee Code of Conduct

The Department is committed to supporting services and programs with integrity that foster collaboration and professionalism. Grantees are expected to conduct project activities in a professional and respectful manner that include:

- **Valuing Diversity and Inclusion.** Grantees should embrace diversity that includes but is not limited to: ability, race, language, national origin, citizenship, age, gender identity or expression, sexual orientation, and religion.
 - **Conducting Activities with Personal and Professional Integrity.** All activities with individuals, families, community organizations, regional centers, and state, local and federal agencies should be conducted with professionalism, dignity, respect, and fairness. Grantees should be open to listening to different points of view and fostering productive communication.
 - **Providing a Positive Work Environment:** All projects should foster a positive and respectful work environment with their colleagues and other grantees.
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Applicant Response:

- I acknowledge that I have reviewed the Code of Conduct.

4. Applicant Question: Applicant Certification

By submitting this application, the Applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget.

Applicant Response:

Yes
